General Session Five
Panel Materials

The Ninth Grade Year:
Building the Foundation for Student Success in High School and Beyond

Moderator:

Joan Shaughnessy

Panelists:

Elaine Allensworth

Ed Spikes

About our Panelists

General Session Five

The Ninth Grade Year: Building the Foundation for
Student Success in High School and Beyond

Joan Shaughnessy, Moderator. Mrs. Shaughnessy has over 25 years of experience in school reform and educational evaluation, with a targeted focus on systemic high school reform and the promotion of comprehensive school reform, dropout prevention and school self-study. For the past sixteen years, she has coordinated school improvement initiatives at the Northwest Regional Educational Laboratory. Joan currently directs the Recreating Secondary School Unit at NWREL, and coordinates the SLCP technical assistance work serving all current grantees. Her work is building local capacity so that schools can tackle the challenging work of raising academic standards for all students as part of high school transformation. Under Joan's direction NWREL staff develop and deliver intensive institutes and provide targeted assistance for district and school educators. Previously, Joan also led the School Change Collaborative, a national partnership committed to the use of data in school reform and to the development of a multimedia self study kit, *Listening to Student's Voices*.

Edward Spikes. Mr. Spikes has spent the last six years implementing Smaller Learning Communities (SLC) in 22 high schools in Chicago: first as a SLC facilitator with Cohorts 2, 3 and 4, and since 2005, as the SLC Program Manager for all of the SLC Chicago Public Schools. He will describe how Chicago Public Schools, under his leadership, utilized SLCP funding to develop strategies for the successful matriculation of 9th grade students to the 10th grade. He will also explain what strategies they are employing in Chicago in the area of data collection and data driven decision making in providing strategies for prevention, early intervention and recovery for ninth graders. In the 2008, 10 Chicago SLC schools provided 1600 freshman credit recovery. This strategy increased the freshman on-track rate at all of the participating high schools by at least 20%. In addition, several other strategies were utilized to address student achievement, issues related to school climate and culture and student development as it relates to student social emotional well being.

Elaine Allensworth. Ms. Allensworth is the Co-Director for Statistical Analysis at the Consortium on Chicago School Research at the University of Chicago. She holds a PhD in sociology and an MA in sociology and urban studies from Michigan State University. Allensworth is an expert in statistical methodology, but she believes that knowledge develops best by combining qualitative and quantitative methods. Her research examines the structural factors that affect high school students' educational attainment. She has written a number of reports on graduation rates in the Chicago Public Schools, including *What Matters for Staying On-Track and Graduating in Chicago Public Schools* (2007), *The On-Track Indicator as a Predictor of High School Graduation* (2005), *Graduation and Dropout Trends in Chicago: A Look at Cohorts of Students from 1991 to 2004* (2005), and *Ending Social Promotion: Dropout Rates in Chicago after Implementation of the Eighth-Grade Promotion Gate* (2004). She recently began a three year mixed-methods study of the transition to high school that looks at students' perceptions of the challenges of high school, the school practices that can foster successful freshman-year performance and the practices that can hinder students. Allensworth is a member of the CCSR Chicago Postsecondary Transition Project, which is interviewing students as they move from their junior year in high school through their first two years of college and work. Her concern with the low ACT scores of students being interviewed for this project led her to do this work on students' performance on the ACT. She once was a high school Spanish and science teacher.

Sponsored by:
U.S. Department of Education, Office of Elementary and Secondary Education
High School Programs Group

Improving America' High Schools 2008 Project Directors Meeting Smaller Learning Communities Friday, August 15, 2008

"The Ninth Grade Year: Building the Foundation for Student Success in High School and Beyond".

Ed Spikes, SLC Program Manager
Chicago Public Schools, Illinois

SLC High School Model

(Sample Enrollment: 1680 Students)

PRINCIPAL

SITE COORDINATOR

Freshman Academy – LEAD TEACHER: 420 students

SLC FACILITATOR

3RD PARTY EVALUATOR

HOUSE 1: 140 Students	HOUSE 2: 140 Students	HOUSE 3: 140 Students
Co-Lead & Core Area Teachers - English/Reading - Math - Science - Social Studies - Special Education	**Co-Lead & Core Area Teachers** - English /Reading - Math - Science - Social Studies - Special Education	**Co-Lead & Core Area Teachers** - English/Reading - Math - Science - Social Studies - Special Education

SLC THEME 1	SLC THEME 2	SLC THEME 3
LEAD TEACHER 10th Grade Co-Lead & Core Area Teachers 140 Students 11th Grade Co-Lead & Core Area Teachers 140 Students 12th Grade Co-Lead & Core Area Teachers 140 Students * Teams may include career theme teachers	**LEAD TEACHER** 10th Grade Co-Lead & Core Area Teachers 140 Students 11th Grade Co-Lead & Core Area Teachers 140 Students 12th Grade Co-Lead & Core Area Teachers 140 Students * Teams may include career theme teachers	**LEAD TEACHER** 10th Grade Co-Lead & Core Area Teachers 140 Students 11th Grade Co-Lead & Core Area Teachers 140 Students 12th Grade Co-Lead & Core Area Teachers 140 Students * Teams may include career theme teachers

* Art, world language, music, and PE teachers collaborate with all SLC teams and serve all students

Freshman Connection

8th-9th Grade High School
Summer Transition Program
June 30-July 25, 2008

Background

- Consortium study on correlation of HS graduation to freshmen failures
- Assurance that all 8th graders are attached to a high school
- Loss of learning over summer months
- 8th-9th grade transition is difficult

Targeting all rising 9th graders

- Students with disabilities
- 8th-Grade Bridge
- Achievement Academy Students
- English Language Learners

Where are we now?

- Over 15,000 students are registered out of 31,000

- Students from closed school buildings will be hosted at neighboring high schools

CPS DASHBOARD

CPS DASHBOARD

- Component of Board's performance management strategy

- Improve data availability

- "One-stop" delivery system for performance data

https://dashboard.cps.k12.il.us

Three New Data Reports

- Freshman Watchlist
- Freshman Student Success Report
- Credit Recovery Report

Snapshot of the Freshmen Watchlist

Freshmen Watchlist

High_School	Student ID	Last Name	First Name	Age	Gender	IEP	Bridge Required	Attendance Intervention	Math Intervention	Reading Intervention	Explore Math	Explore Read	Math Grade	Read Grade	Unexcused absences	Feeder school
SAMPLE HS				15	female	Y	Y	N	Y	Y	.	.	D	D	9	BASS
				15	male	N	N	N	N	N	11	12	C	C	2	WENTWORTH
				15	male	N	Y	Y	Y	N	4	11	D	B	17	BOND
				14	male	Y	N	Y	N	N	5	10	B	B	22	KINZIE
				15	female	Y	N	N	N	N	.	.			1	SEXTON
				15	female	N	N	N	N	N	3	11	C	C	1	PARKER
				15	male	N	N	N	N	N	.	.	B	C	5	MAYS
				15	female	N	Y	Y	Y	N	7	10	D	C	13	BANNEKER
				15	female	N	N	N	N	N	10	12	C	C	1	PARKER
				15	female	N	Y	N	N	N	10	11	B	C	6	DENEEN
				15	female	N	Y	N	Y	Y	12	10	D	D	5	OGLESBY
				15	male	N	N	N	N	N	11	11	C	C	5	ATTUCKS
				15	male	N	N	N	N	N	14	13	B	B	4	NICHOLSON
				15	female	N	Y	Y	N	Y	13	10	C	D	15	PARK MANOR
				15	male	N	Y	Y	Y	N	10	11	F	C	44	DENEEN
				15	female	N	N	N	N	N	12	12	B	B	2	HARVARD
				15	male	Y	N	N	N	N	10	6	C	B	6	BOND
				14	female	N	N	N	N	N	.	.	A	B	4	OGLESBY
				15	male	N	Y	N	Y	Y	10	12	F	F	8	WENTWORTH
				14	male	N	N	N	N	N	14	10	C	C	1	CARTER
				15	male	Y	N	N	Y	Y	6	9	D	D	2	YALE
				15	male	N	N	N	N	N	12	12	C	C	4	BASS
				15	male	N	Y	Y	Y	Y	.	.	D	F	22	NICHOLSON
				15	female	N	Y	Y	Y	N	6	10	D	C	15	DENEEN
				15	female	N	Y	N	Y	Y	10	10	D	D	5	ABBOTT
				15	male	N	N	N	N	N	10	12	C	B	2	BOND
				15	female	N	Y	N	N	Y	11	14	C	D	4	HINTON

Using the Freshmen Watchlist: Recommended Actions

If a student is flagged for <u>attendance</u>:

School Leaders, Instructional Leadership Team, and Counselors

- Download students' pictures from IMPACT and post them in a shared faculty space as "focus students" for intensive personalization and relationship-building

- Develop an action plan for monitoring these students' attendance during the first 3 weeks of school

- Ensure these students are part of peer mentoring programs and signed up for at least one extra-curricular activity; track the impact of these interventions with the focus students

Attendance Office

- Develop individualized plans for monitoring focus students' attendance in the first weeks of school and tracking the effect of outreach efforts with these students

- Make sure someone knows each focus student's name and face and personally greets him on the first day of school

- Send a letter from the AIO and Principal to parents stressing the critical important of attendance on their students' likelihood of graduating and explaining all CPS attendance, tardiness, and truancy policies

- Host a meeting for the parents of these students in the first week of school to build a relationship with them and reiterate the importance of attendance

Student Advocates or Faculty Mentors

- Focus on building a relationship with that student to increase his attachment to school

- Make phone calls and home visits to these students and their families during the first 1-2 weeks of school

Using the Freshmen Watchlist: Recommended Actions

If a student is flagged for <u>math</u> or <u>reading</u>:

Instructional Leadership Team

- Analyze the data about these students by looking at their EXPLORE scores, their IEPs, and their course performance
- Use the combination of these data points to develop individualized plans for students
- Share these intervention plans and discuss strategies with freshmen teachers
- Track these students' course performance and grades closely in the first 3-5 weeks of school; monitor the impact of the intervention plans

Freshmen teachers

- Pay close attention to these students in the first few weeks of class, monitor their comprehension and engagement, offer additional supports
- Discuss the progress and instructional needs of these students during common planning times and department meetings

Counselors and Faculty Mentors

- Ensure he is registered for and attending tutoring through Aim High!, GEAR UP, or other tutoring resources
- Ensure she takes advantage of homework tables, peer tutoring, or other academic supports that are available

Using the Freshmen Watchlist: Recommended Actions

If a student is flagged for *both* <u>attendance and math or reading</u>:

School Leaders, Instructional Leadership Team, and Counselors

- Download students' pictures from IMPACT and post them in a shared faculty space as "focus students" for intensive personalization and relationship-building

- Develop an action plan for supporting these students both socially and academically; monitor the impact of interventions with these students

- Ensure these students are getting intensive personalized attention from teachers and counselors

Counselors and Faculty Mentors

- Monitor these students closely during the first 3 weeks of school

- Meet one-on-one with this student and develop an individualized plan, including goals for attendance, punctuality, homework, study habits, and first report card grades

- Ensure that these students are involved with at least one after-school activity to increase their engagement

Freshmen teachers

- Develop personalized strategies for these students to increase their engagement with school

- Discuss the progress and overall needs of these students during common planning times and department meetings

- Closely monitor these students for referral to additional supports and other resources such as Aim High!, GEAR UP, or other SES tutoring
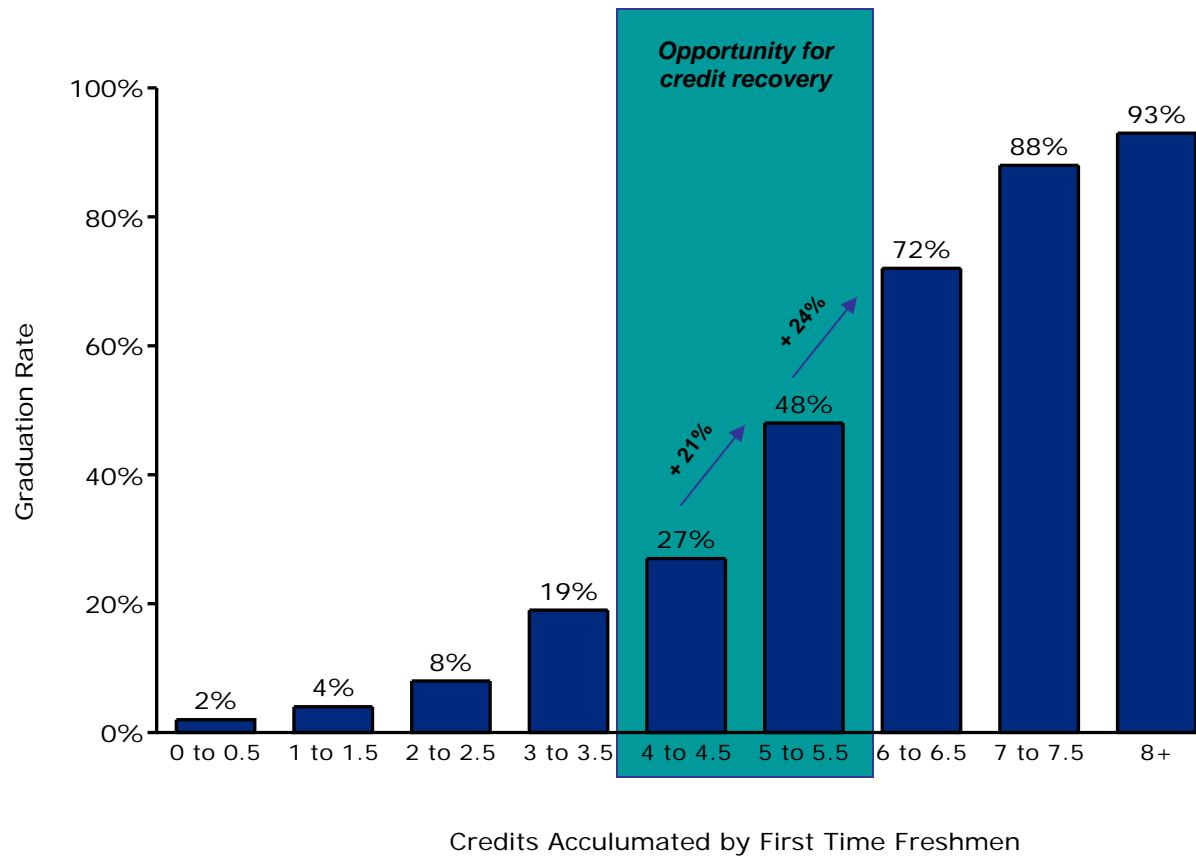
More ways to use the Freshmen Watchlist

- Sort your students who need attendance vs. academic interventions in order to focus your activities. What type of intervention will be most effective for this student?

- Sort your students who need math vs. reading interventions and share this information with the appropriate teachers. What are each student's most critical learning needs?

- Sort your students who need both types of interventions and involve your freshmen teachers and Instructional Leadership Team in developing individual plans for these students. What is the most strategic starting point for each student?

- Look at multiple data points for each student, including their EXPLORE scores, their course performance, and whether they have an IEP. What does this comparison tell you about each student?

The Credit Recovery Report

9th grade credit accumulation predicts likelihood of graduating and
one additional credit can be powerful for the right students

Five-year Graduation Rates by Freshman Credit Accumulation

Opportunity for credit recovery

Graduation Rate

100%

80%

60%

48%

40%

27%

20%
19%

8%
2%   4%

0%

0 to 0.5   1 to 1.5   2 to 2.5   3 to 3.5   4 to 4.5   5 to 5.5   6 to 6.5   7 to 7.5   8+

72%

88%

93%

+ 21%

+ 24%

Credits Acculumated by First Time Freshmen

Thank You….

Questions/Answers

The Ninth Grade Year

Elaine Allensworth

The Consortium on Chicago School Research
at the University of Chicago

ccsr.uchicago.edu

Why don't students graduate?

Indicator of Future Graduation/Dropout…	Prediction of graduates in 4 years	Specificity (predicting non-graduates)
Eighth grade test scores, mobility, overage, race, economic status, gender	**65%**	**48%**

Why don't students graduate?

Indicator of Future Graduation/Dropout…	Prediction of graduates in 4 years	Specificity (predicting non-graduates)
Eighth grade test scores, mobility, overage, race, economic status, gender	65%	48%
9th Grade GPA	**80%**	**73%**
9th Grade Course Failures	80%	66%
9th Grade Absences	77%	59%

c c s r

Why don't students graduate?

Indicator of Future Graduation/Dropout…	Prediction of graduates in 4 years	Specificity (predicting non-graduates)
Eighth grade test scores, mobility, overage, race, economic status, gender	65%	48%
Freshman GPA	**80%**	**73%**
Course Failures	80%	66%
Absences	77%	59%
All of the above	**81%**	**72%**

To improve graduation, focus efforts on improving students' grades

- Efforts aimed <u>coursework</u> will have a large impacts on graduation, compared to efforts aimed at external factors
  - Course performance is **directly** tied to graduation
  - Course performance is more under the control of schools than external factors

- Effective dropout prevention programs monitor students' grades and attendance
  - E.g., Check & Connect, ALAS
  - Other programs with common elements (case management, mentoring) but without monitoring of performance not successful

- Students do better where programs help students in their coursework – not disconnected add-ons
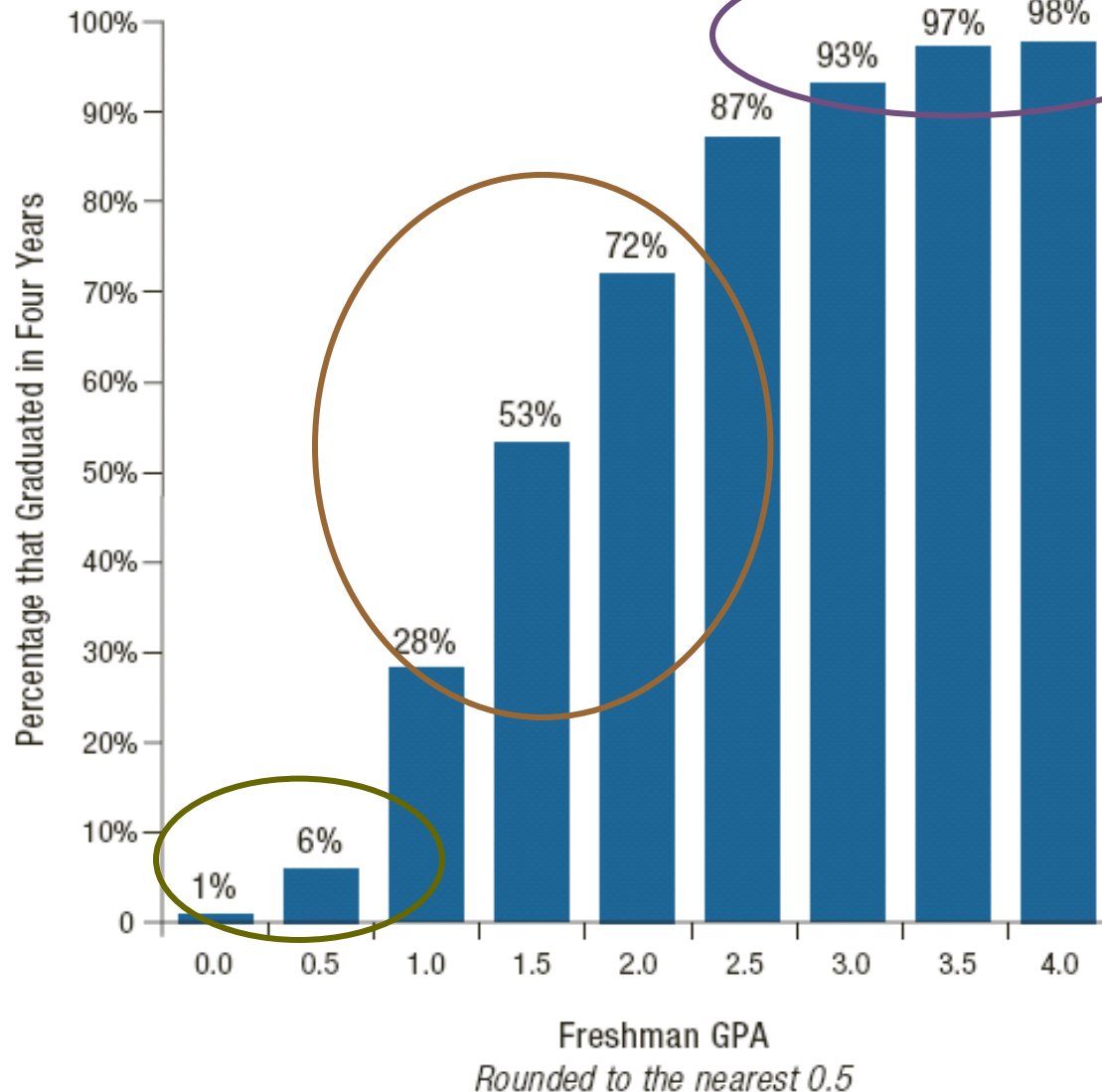
Freshman Year Grades & Failures Can Precisely Identify Students' Risk of Not Graduating
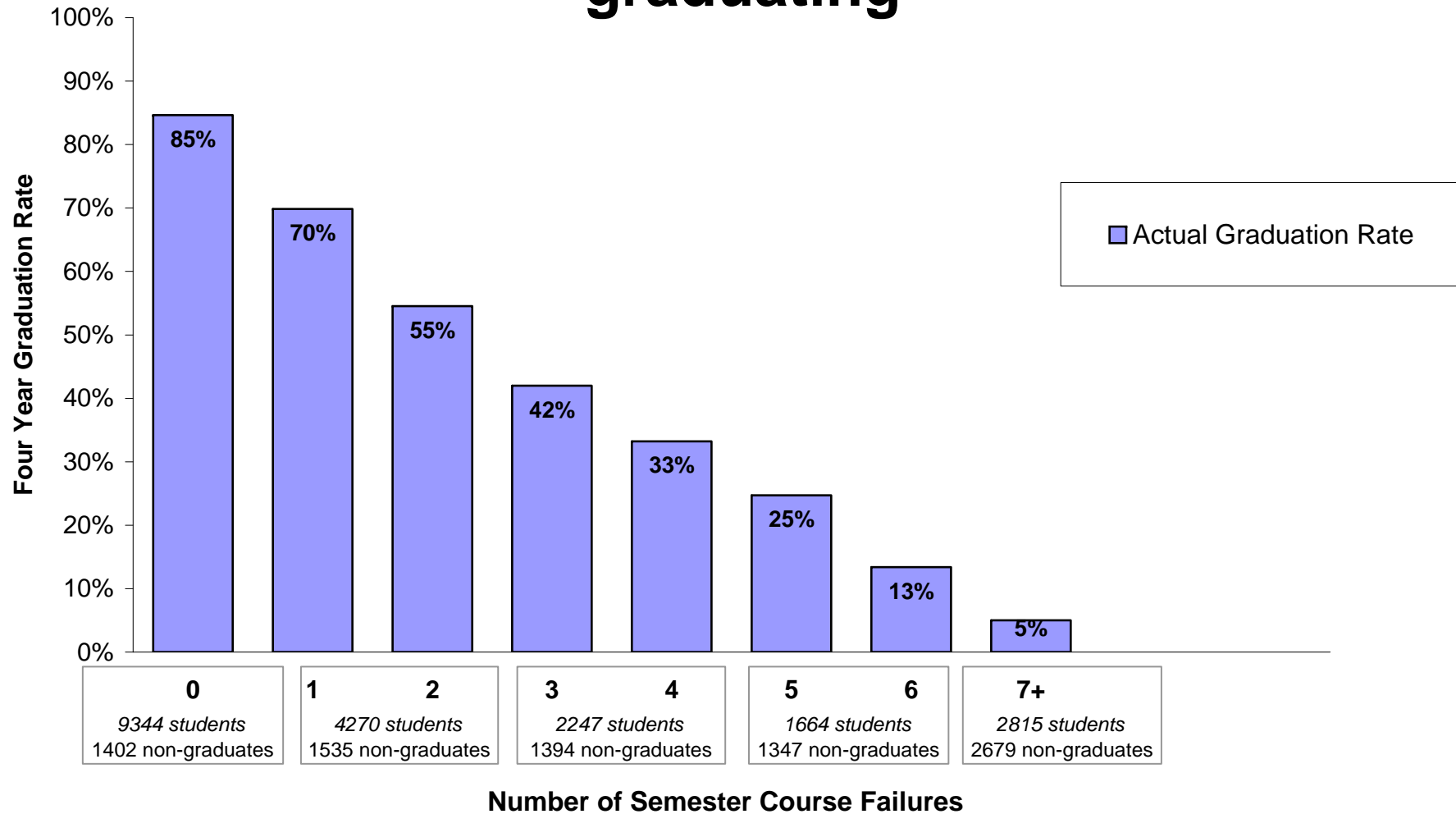

Four-Year Graduation Rates by Freshman GPA

Virtually all students with a "B" average or higher in their first year will graduate in 4 years
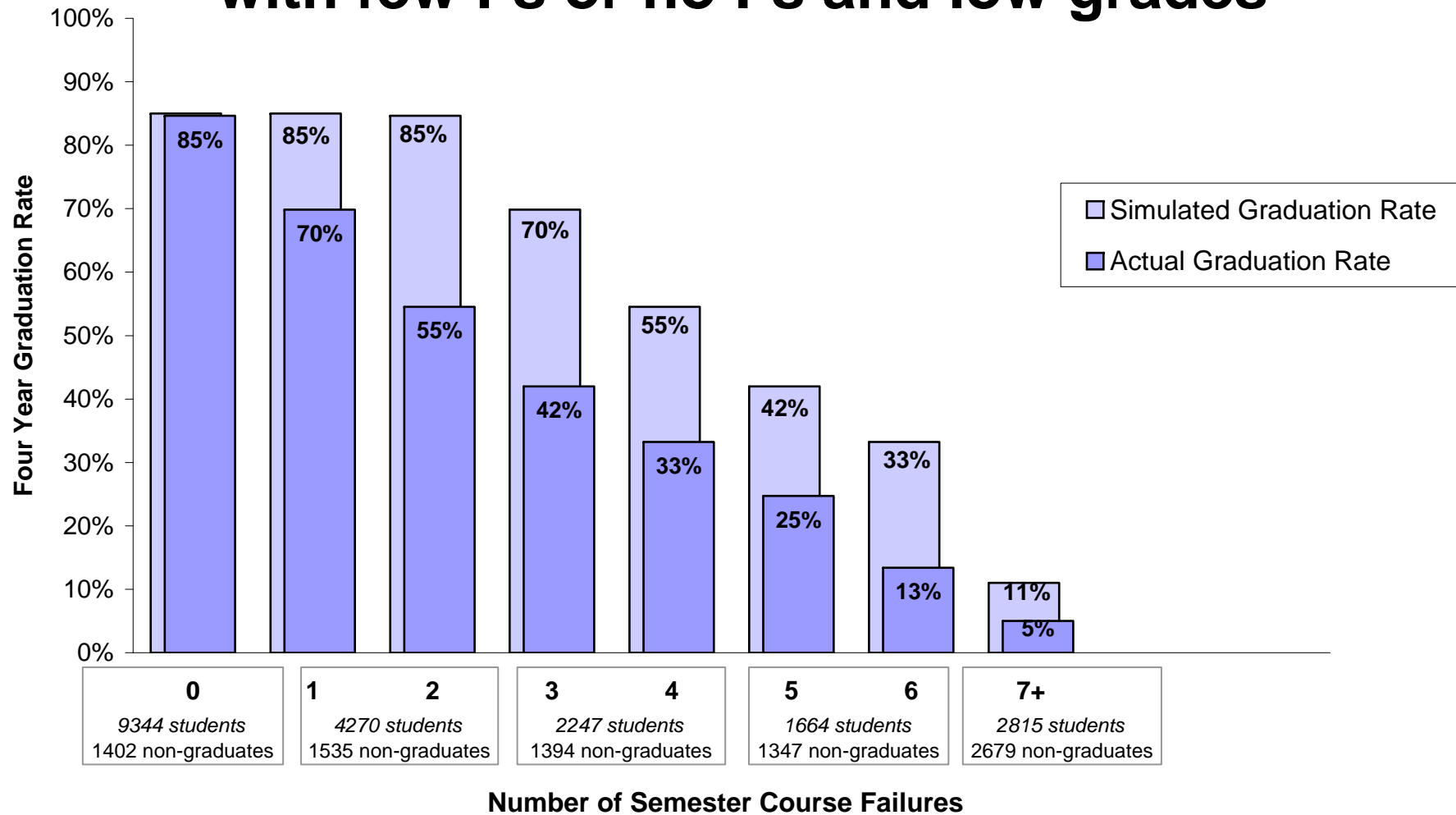
Students with D+/C- GPAs could go either way

Virtually all students with less than a "D" average in their first year will fail to graduate

Intervention may be most effective for students with few Fs or no Fs and low grades

Four Year Graduation Rate (y-axis)

Legend:
- Simulated Graduation Rate
- Actual Graduation Rate

Number of Semester Course Failures	Simulated	Actual
0	85%	85%
1	85%	70%
2	85%	55%
3	70%	42%
4	55%	33%
5	42%	25%
6	33%	13%
7+	11%	5%

Number of Semester Course Failures (x-axis)

0	1	2	3	4	5	6	7+
9344 students 1402 non-graduates	4270 students 1535 non-graduates		2247 students 1394 non-graduates		1664 students 1347 non-graduates		2815 students 2679 non-graduates

Intervention may be most effective for students with few Fs or no Fs and low grades

Four Year Graduation Rate

- □ Simulated Graduation Rate
- ■ Actual Graduation Rate

0 — 85% (simulated), 85% (actual)

1 — 85% (simulated), 70% (actual)
2 — 85% (simulated), 55% (actual) — 894 more graduates

3 — 70% (simulated), 42% (actual)
4 — 55% (simulated), 33% (actual) — 569 more graduates

5 — 42% (simulated), 25% (actual)
6 — 33% (simulated), 13% (actual) — 308 more graduates

7+ — 11% (simulated), 5% (actual) — 170 more graduates

Number of Semester Course Failures

0	1	2	3	4	5	6	7+
9344 students	4270 students		2247 students		1664 students		2815 students
1402 non-graduates	1535 non-graduates		1394 non-graduates		1347 non-graduates		2679 non-graduates

# Why do students fail courses?

- Attendance is 8 times more predictive of <u>failure</u> than prior test scores

  – Demographic & economic background characteristics explain 7% of course failures

  – Eighth-grade test scores explain an additional 5% (12% total)

  – Student behaviors--absences and effort- explain an additional 61% (73% total)

- Attendance is also the strongest predictor of <u>course grades</u>, although prior academic ability is also very important for high grades
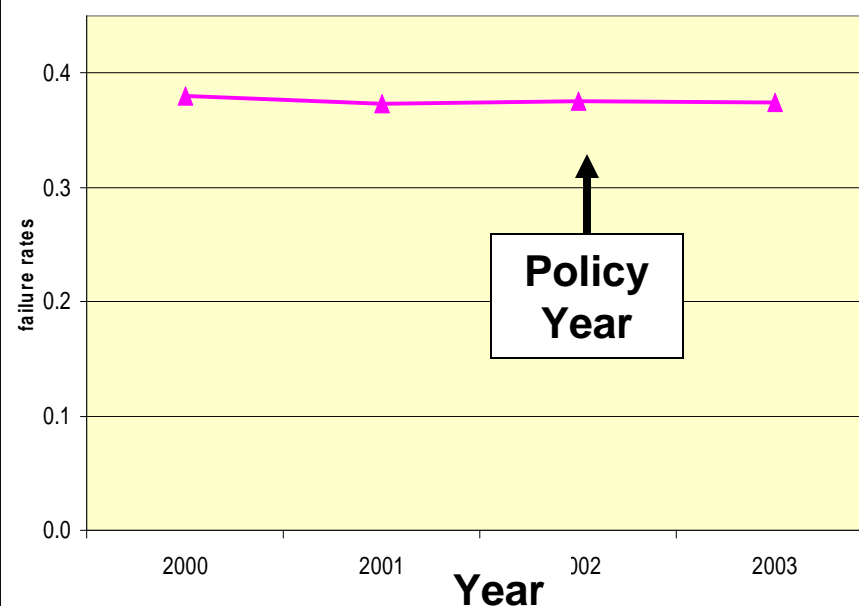
An initiative to improve failure rates by improving students' academic skills…
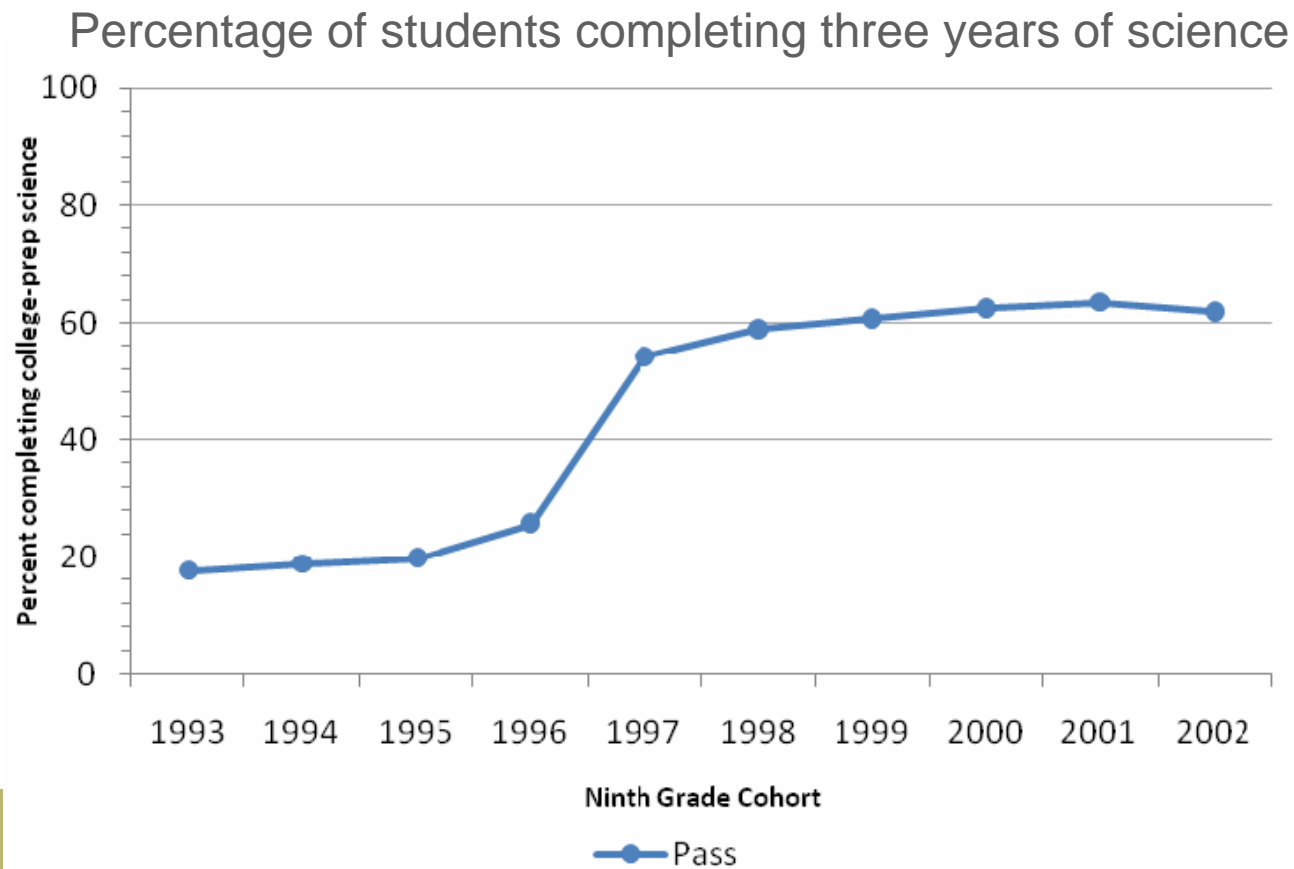## Double-period algebra in 9th grade

Algebra Scores
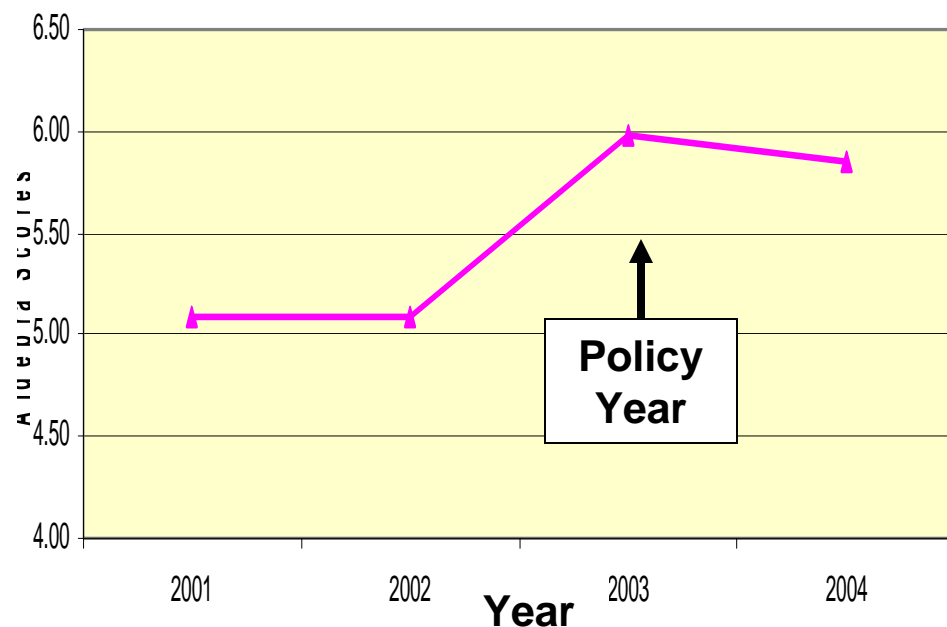
Algebra Failure Rates

An initiative to improve academic skills by increasing rigor in the curriculum…

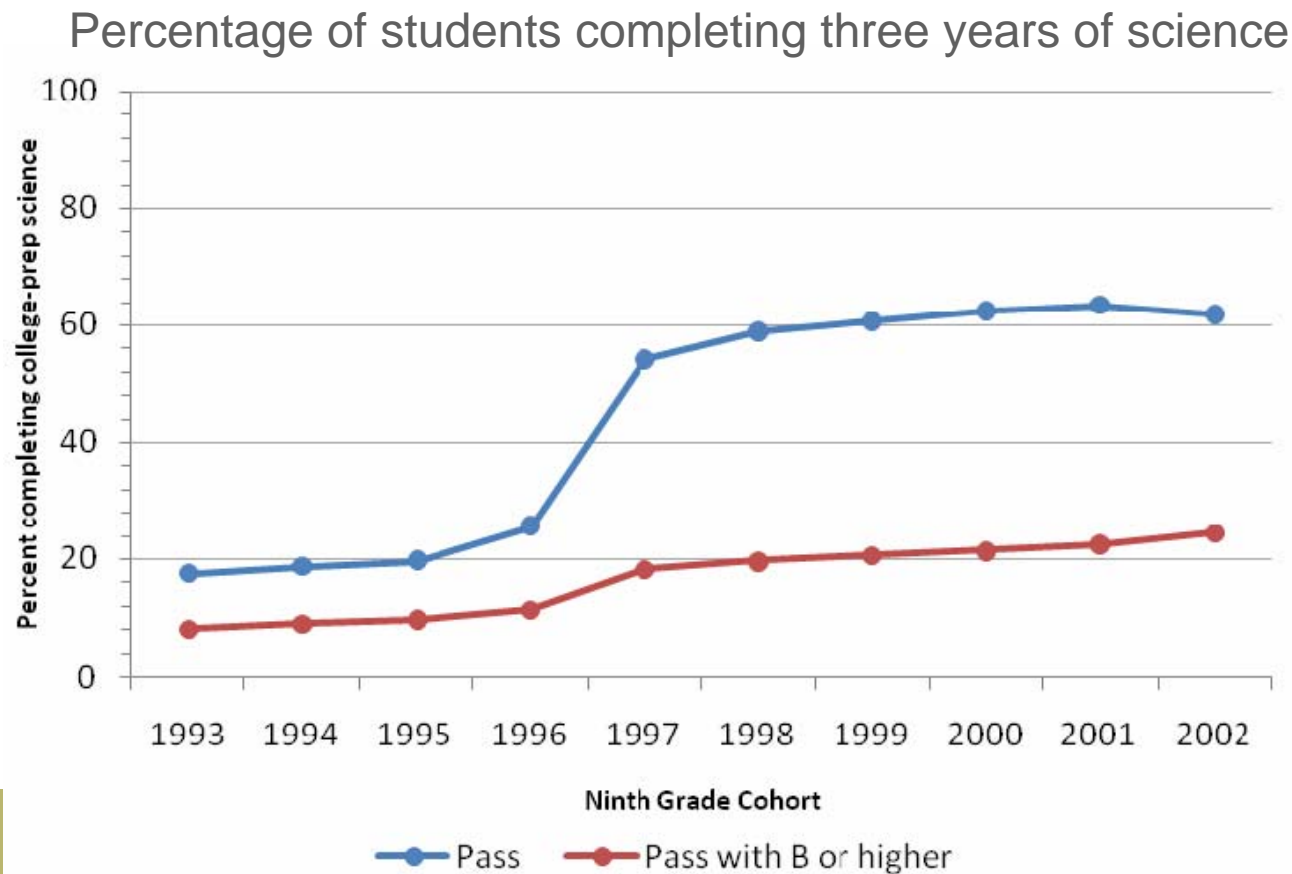## College Prep Curriculum for All

Percentage of students completing three years of science

Sample includes all students that stayed in CPS until graduation or dropping out

c c s r

An initiative to improve academic skills by increasing rigor in the curriculum…

College Prep Curriculum for All

Percentage of students completing three years of science

What can schools do?

Keep the focus of efforts on students' course performance

- **Closely monitor students' attendance and grades**
  - **Use data to identify structural issues in the school**

- **Help students develop the "soft skills" they need to succeed**
  - AVID in Chicago provides supports & skill building
    - Academic – organizational, note-taking, writing & analytical skills, bi-weekly tutoring
    - Social – peer support, teacher guidance, college advising

- **Work to coherently align programs with instruction**
  - Grades are better in schools with more instructional program coherence
    - Programs and instruction are coordinated and sustained over time
    - Teachers take collective responsibility for the whole school, not just their own students

- **Motivate student effort by making the connection to future goals**
  - Attendance & grades are higher the more that students are pushed to prepare for college and see the connection between their work in high school and future goals

- **Develop a climate of support and trust with teachers among all students**
  - Attendance & grades are higher the more students say their teachers are fair, listen, and really care about them

c c s r